



# Green Spaces Inventory Student Pages



| <b>General Information Section</b><br><b>(questions followed by space for your answers)</b>   | <b>Notes</b><br>(references, more questions, ideas for action) |
|---|--|
| <p>4. Does your school have any of the following features to attract wildlife:</p> <p style="margin-left: 40px;">A. Bat or bird houses? <span style="margin-left: 100px;">Yes <input type="checkbox"/></span> <span style="margin-left: 20px;">No <input type="checkbox"/></span><br/>Please explain.</p> <p style="margin-left: 40px;">B. Feeders? <span style="margin-left: 100px;">Yes <input type="checkbox"/></span> <span style="margin-left: 20px;">No <input type="checkbox"/></span><br/>Please explain.</p> <p style="margin-left: 40px;">C. Water? <span style="margin-left: 100px;">Yes <input type="checkbox"/></span> <span style="margin-left: 20px;">No <input type="checkbox"/></span><br/>Please explain.</p> <p style="margin-left: 40px;">D. Butterfly Gardens? <span style="margin-left: 100px;">Yes <input type="checkbox"/></span> <span style="margin-left: 20px;">No <input type="checkbox"/></span><br/>Please explain.</p> <p style="margin-left: 40px;">E. Natural habitat areas? <span style="margin-left: 100px;">Yes <input type="checkbox"/></span> <span style="margin-left: 20px;">No <input type="checkbox"/></span><br/>Please explain.</p> <p style="margin-left: 40px;">F. Other? <span style="margin-left: 100px;">Yes <input type="checkbox"/></span> <span style="margin-left: 20px;">No <input type="checkbox"/></span><br/>Please explain.</p> |  |

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| General Information Section<br>(questions followed by space for your answers)  | Notes<br>(references, more questions, ideas for action)   |  |         |  |          |  |          |  |  |
|--|---|--|---------|--|----------|--|----------|--|--|
| <p>5. Are any plants or animals found on the school grounds considered undesirable or “nuisances?”      Yes <input type="checkbox"/> No <input type="checkbox"/> Please explain.</p>   |   |  |         |  |          |  |          |  |  |
|  |   |  |         |  |          |  |          |  |  |
| <p>6. How would you rate* the biodiversity on the school grounds? Please explain.</p>  | <p><b>*High</b> – greater than 100 different species of plant or animal life<br/> <b>Medium</b> – 40 to 99 different species of small plants and insects mostly; few vertebrate or tree species live or visit the grounds<br/> <b>Low</b> – less than 40 different species; little variety of plant and animal life</p> |  |         |  |          |  |          |  |  |
| <p>7. What type of land borders your school (e.g., residential, agricultural, natural areas such as rivers or forests, commercial, industrial)?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tbody> <tr> <td style="width: 15%; padding: 5px;">A. East</td> <td style="height: 40px;"></td> </tr> <tr> <td style="padding: 5px;">B. West</td> <td style="height: 40px;"></td> </tr> <tr> <td style="padding: 5px;">C. North</td> <td style="height: 40px;"></td> </tr> <tr> <td style="padding: 5px;">D. South</td> <td style="height: 40px;"></td> </tr> </tbody> </table> | A. East   |  | B. West |  | C. North |  | D. South |  |  |
| A. East  |   |  |         |  |          |  |          |  |  |
| B. West  |   |  |         |  |          |  |          |  |  |
| C. North   |   |  |         |  |          |  |          |  |  |
| D. South   |   |  |         |  |          |  |          |  |  |
|  |   |  |         |  |          |  |          |  |  |

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| General Information Section<br>(questions followed by space for your answers)   | Notes<br>(references, more questions, ideas for action) |
|---|---|
| <p>8. What other nearby “green spaces” are suitable for educational purposes (e.g., community park two blocks away, green belt along the river within walking distance of school property, non-profit historical farm located a 5-mile bus trip away, permission from the landowner to use the vacant lot next door)?</p> |   |
| <p>9. How are field studies or related outdoor classroom topics incorporated into each grade’s curriculum?</p>  |   |
| <p>10. Who conducted the Green Spaces Inventory (e.g., Mrs. Wood’s fourth grade class with help from Mr. Turf, maintenance worker, local Home Depot store, and the local natural resources conservation district)?</p>  |   |





# Green Spaces Inventory Student Pages



| <b>Courtyard Section</b><br><b>(questions followed by space for your answers)</b>  | <b>Notes</b><br>(references, more questions, ideas for action) |                    |          |                       |  |                      |  |          |  |         |  |          |
|--|--|--------------------|----------|-----------------------|--|----------------------|--|----------|--|---------|--|----------|
| 15. What type of vegetation (e.g., species, vegetation types, percent of coverage) is growing in your courtyard?<br><br><div style="height: 150px;"></div>   |  |                    |          |                       |  |                      |  |          |  |         |  |          |
| 16. What are the growing conditions for plants in the courtyard?<br><br><table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <thead> <tr> <th style="width: 30%; padding: 5px;">Growing conditions</th> <th style="width: 70%; padding: 5px;">Findings</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">A. Amount of Sunlight</td> <td style="height: 40px;"></td> </tr> <tr> <td style="padding: 5px;">B. Temperature Range</td> <td style="height: 40px;"></td> </tr> <tr> <td style="padding: 5px;">C. Water</td> <td style="height: 40px;"></td> </tr> <tr> <td style="padding: 5px;">D. Soil</td> <td style="height: 40px;"></td> </tr> <tr> <td style="padding: 5px;">E. Space</td> <td style="height: 40px;"></td> </tr> </tbody> </table> |  | Growing conditions | Findings | A. Amount of Sunlight |  | B. Temperature Range |  | C. Water |  | D. Soil |  | E. Space |
| Growing conditions   | Findings   |                    |          |                       |  |                      |  |          |  |         |  |          |
| A. Amount of Sunlight  |  |                    |          |                       |  |                      |  |          |  |         |  |          |
| B. Temperature Range   |  |                    |          |                       |  |                      |  |          |  |         |  |          |
| C. Water   |  |                    |          |                       |  |                      |  |          |  |         |  |          |
| D. Soil  |  |                    |          |                       |  |                      |  |          |  |         |  |          |
| E. Space   |  |                    |          |                       |  |                      |  |          |  |         |  |          |

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| <b>Courtyard Section</b><br><b>(questions followed by space for your answers)</b> | <b>Notes</b><br><b>(references, more questions, ideas for action)</b> |
|---|---|
| 17. How is the vegetation maintained (e.g., mowing, pesticides, mulching)?        |   |
| 18. What animal life is found in the courtyard?                                   |   |

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| <b>Courtyard Section</b><br><b>(questions followed by space for your answers)</b>  | <b>Notes</b><br>(references, more questions, ideas for action) |
|--|--|
| 19. What non-living features are found in the courtyard (e.g., rocks, pavement, benches)?  |  |
|  |  |
| 20. From what materials (e.g., arsenic-free wood, recycled materials, materials imported a great distance) are these non-living features made? |  |
|  |  |



# Green Spaces Inventory Student Pages



| Lawns Section<br>(questions followed by space for your answers)  | Notes<br>(references, more questions, ideas for action) |
|--|---|
| 24. What kinds of plants (e.g., grass species, herbaceous plants) are growing in your lawns?           |   |
| 25. Are these plants native to your area?  |   |
| 26. What fertilizers and pesticides (including type, quantity and frequency) are applied to the lawns? |   |

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| Lawns Section<br>(questions followed by space for your answers)  | Notes<br>(references, more questions, ideas for action) |
|--|---|
| 27. How is the need for pesticides or fertilizers for lawns determined?  |   |
| 28. How often are lawns mowed (e.g., once a week during growing season, when grass reaches 4" tall, so 1/3 height of grass is removed with each mowing)? |   |
| 29. What happens to grass clippings from mowing?   |   |

# Green Spaces Inventory Student Pages



| Lawns Section<br>(questions followed by space for your answers)  | Notes<br>(references, more questions, ideas for action) |
|--|---|
| 30. Are trees growing in the lawns to provide shade and changes in habitat?                                  |   |
| 31. What happens to tree leaves/branches that fall?  |   |
| 32. When are lawns watered (e.g., twice a week in the morning, daily in the evening as needed, not watered)? |   |

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| <b>Lawns Section</b><br><b>(questions followed by space for your answers)</b>  | <b>Notes</b><br>(references, more questions, ideas for action) |
|--|--|
| 33. What animals live in and around the lawn areas?<br><br><br><br><br><br><br><br><br>  |  |
| 34. What non-living features are found in the courtyard (e.g., rocks, pavement, benches)?<br><br><br><br><br><br><br><br><br>  |  |
| 35. From what materials (e.g., arsenic-free wood, recycled materials, materials imported a great distance) are these non-living features made?<br><br><br><br><br><br><br><br><br> |  |



# Green Spaces Inventory Student Pages



| <b>Athletic Fields/Playgrounds Section</b><br><b>(questions followed by space for your answers)</b>                    | <b>Notes</b><br>(references, more questions, ideas for action) |
|--|--|
| 39. What type of vegetation (e.g., plant species, percentage of cover) is growing in your athletic fields/playgrounds? |  |
|  |  |
| 40. How is vegetation maintained (e.g., mowing, watering, fertilizers, pesticides)?                                    |  |
|  |  |
| 41. How is the need for pesticides and fertilizers for the athletic fields/playgrounds determined?                     |  |
|  |  |

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| Athletic Fields/Playgrounds Section<br>(questions followed by space for your answers)   | Notes<br>(references, more questions, ideas for action) |
|---|---|
| 42. Do your athletic fields/playgrounds have shade trees?<br>Yes <input type="checkbox"/> No <input type="checkbox"/> Please explain. |   |
| 43. What animal life is found on the athletic fields/playgrounds?   |   |
| 44. What non-living features are found on the athletic fields/playgrounds (e.g., equipment, pavement, bleachers)?                     |   |

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| Athletic Fields/Playgrounds Section<br>(questions followed by space for your answers)   | Notes<br>(references, more questions, ideas for action) |
|---|---|
| <p>45. From what materials (e.g., arsenic-free wood, recycled materials, materials imported a great distance, playground surface, lead-free paint) are these non-living features made?</p>  |   |
| <p>46. What safety measures are used on the athletic fields/playgrounds?</p> <p>a. Fall Zones? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>b. Staff Supervision? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>c. No Protrusion Hazards or Splintering? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>d. Pinch-free Points? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>e. No Openings where Head can be Entrapped? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>f. Guard Rails? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>g. Shock-absorbing Surface? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>h. Other? Please explain. _____</p> |   |



# Green Spaces Inventory Student Pages



| Gardens Section<br>(questions followed by space for your answers)                                       | Notes<br>(references, more questions, ideas for action) |
|---|---|
| 50. What type of vegetation (e.g., plant species, percentage of cover) grows in your gardens?           |   |
| 51. What fertilizer and pesticides (including type, quantity and frequency) are applied to the gardens? |   |
| 52. How is the need for pesticides and fertilizers for the gardens determined?                          |   |

# Green Spaces Inventory Student Pages



| Gardens Section<br>(questions followed by space for your answers)  | Notes<br>(references, more questions, ideas for action) |
|--|---|
| 53. What animal life is found living in and around the gardens?  |   |
| 54. What non-living features are found in the gardens (e.g., equipment, pavement, benches, fences)?  |   |
| 55. From what materials (e.g., arsenic-free wood, recycled materials, materials imported a great distance) are these non-living features made? |   |



# Green Spaces Inventory Student Pages



| Aquatic Communities<br>(questions followed by space for your answers)   | Notes<br>(references, more questions, ideas for action) |
|---|---|
| <p>59. What types of aquatic communities does your school have (e.g., lake, river, pond, stream, ditch, sewage treatment area, wetland, birdbath)?</p>  |   |
| <p>60. What percentage of each aquatic community is:</p> <p style="margin-left: 40px;">A. Open water? _____%</p> <p style="margin-left: 40px;">B. Emergent Vegetation (e.g., lilies, cattails, arrowheads)? _____%</p> <p style="margin-left: 40px;">C. Wet Soil Vegetations (e.g., sedges, rushes, canary grass)? _____%</p> <p style="margin-left: 40px;">D. Describe how you determined your answer. _____</p> |   |
| <p>61. What plant species are growing in your aquatic communities?</p>  |   |

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| <b>Aquatic Communities</b><br><b>(questions followed by space for your answers)</b>                                  | <b>Notes</b><br>(references, more questions, ideas for action) |
|--|--|
| 62. What fertilizers and pesticides (including type, quantity and frequency) are applied to the aquatic communities? |  |
| 63. How is the need for pesticides or fertilizers for the aquatic communities determined?                            |  |
| 64. What animal species live in and around the aquatic communities?  |  |

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| <b>Aquatic Communities</b><br><b>(questions followed by space for your answers)</b>   | <b>Notes</b><br>(references, more questions, ideas for action) |
|---|--|
| 65. Are your aquatic communities fishable?    Yes <input type="checkbox"/> No <input type="checkbox"/> Please explain.  |  |
| 66. What non-living features are found in the aquatic areas (e.g., equipment, boardwalks, piers, trails, signage)?  |  |
| 67. From what materials (e.g., arsenic-free wood, recycled materials, materials imported a great distance, trail surface) are these non-living features made? |  |



# Green Spaces Inventory Student Pages



| Wooded Areas Section<br>(questions followed by space for your answers)  | Notes<br>(references, more questions, ideas for action) |
|---|---|
| <p>71. What types of wooded areas does your school have (e.g., upland hardwoods, pin-oak, bottomland hardwoods, mixed mesophytic, nonnative landscaping trees)?</p>   |   |
| <p>72. What percentage of wooded areas is:</p> <p style="margin-left: 40px;">A. Early Successional (e.g., shrubs and saplings)? _____%</p> <p style="margin-left: 40px;">B. Young Forest (e.g., pole timber, small diameter)? _____%</p> <p style="margin-left: 40px;">C. Mature Forest (e.g., logs, large diameter)? _____%</p> <p style="margin-left: 40px;">D. Climax Forest (e.g., trees over 200 years old, never cut)? _____%</p> <p style="margin-left: 40px;">E. Describe how you determined your answer. _____</p> |   |
| <p>73. What plant species are growing in your wooded areas?</p>   |   |

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| Wooded Areas Section<br>(questions followed by space for your answers)   | Notes<br>(references, more questions, ideas for action)  |
|--|--|
| <p>74. How would you rate your forest health? Please explain your answer.</p>  | <p><b>*High</b> – 15 or more different native tree species per acre; exotic invasive species covering less than 10% of area; less than 10% of trees damaged by weather, or with dead or dying branches, holes in the trunk due to insect borers, mushrooms or fungi growing on the trunk, bleeding cankers (sores) on the trunk, loose or missing bark, or with disease vectors (leaf miners, blight, gypsy moth); all three layers of structural diversity (e.g., floor, understory, canopy)</p> <p><b>Medium</b> – between 6-14 different native tree species, exotic invasive species covering 10-25% of area; 10-25% of trees damaged by weather, or with dead or dying branches, holes in the trunk due to insect borers, mushrooms or fungi growing on the trunk, bleeding cankers (sores) on the trunk, loose or missing bark, or with disease vectors (leaf miners, blight, gypsy moth); only two layers of structural diversity (e.g., floor, understory, canopy)</p> <p><b>Low</b> – 5 or less different native tree species; exotic invasive species covering more than 25% of area; more than 25% of trees damaged by weather, or with dead or dying branches, holes in the trunk due to insect borers, mushrooms or fungi growing on the trunk, bleeding cankers (sores) on the trunk, loose or missing bark, or with disease vectors (leaf miners, blight, gypsy moth); only one layer of structural diversity (e.g., floor, understory, canopy)</p> |
| <p>75. What fertilizers and pesticides (including type, quantity and frequency) are applied to the wooded areas?</p> |  |

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| <b>Wooded Areas Section<br/>(questions followed by space for your answers)</b>   | <b>Notes<br/>(references, more questions, ideas for action)</b> |
|--|---|
| 76. How is the need for pesticides and fertilizers for the wooded areas determined?  |   |
| 77. How are the wooded areas managed (e.g., no logging, thinning, pruning, selected cutting, clear-cutting, wildlife habitat, recreation)?   |   |
| 78. How are products from the wooded areas used (e.g., left in forest for all to enjoy, logs, saplings or fruits sold to community, turned to mulch for school grounds, recreation use permitted)? |   |

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| Wooded Areas Section<br>(questions followed by space for your answers)  | Notes<br>(references, more questions, ideas for action) |
|---|---|
| 79. What animal species live in and around the wooded areas?  |   |
| 80. Are your wooded areas huntable?    Yes <input type="checkbox"/> No <input type="checkbox"/> Please explain.   |   |
| 81. What non-living features are found in the wooded areas (e.g., equipment, shelters, trails, signage)?  |   |
| 82. From what materials (e.g., arsenic-free wood, recycled materials, materials imported a great distance, trail surface) are these non-living features made? |   |